ENTRE NÓS ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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INTERNATIONAL RELATIONS COMMITTEE....

The members of the NEA Committee for the school year 1943-44 are: Ben M. Cherrington, *chairman*; Mrs. Rachel E. Anderson; Kenneth Holland; Mrs. Viola Kelley; and Annie C. Woodward.

In this school year AMONG US will be issued four instead of the customary five times. At present issues are planned for December, February, April, and June.

As in previous years the editorial staff welcomes materials and suggestions from readers. Address the NEA Research Division.

LANGUAGE LESSONS BY RADIO

In the United States radio listeners can learn elementary Spanish; in San Salvador they can learn elementary or advanced English in easy fifteen-minute lessons. The Spanish course over Washington, D. C.'s WTOP is given at 12:15 p.m., every Sunday and rebroadcast that evening at 11:15. In tne first three weeks more than 7000 requests for textbooklets were received by the station, and station officials estimate 175,000 persons are following the radio lessons regularly.

The lively conversation between the two American good neighbors is amusing. Cognates are used to fix the Spanish meaning in the English-thinking mind. Language, customs, and homelands are interpreted in a friendly, interesting manner that makes for as nearly painless language study as is possible.

INTER-AMERICAN UNDERSTANDING THRU EDUCATION

John W. Studebaker, U. S. Commissioner of Education and one of this country's delegates to the First Conference of Ministers and Directors of Education of the American Republics, addressed the conference in Panama on October 4, 1943.

"Realizing that in the final analysis the Good Neighbor Policy must rest upon a broad base of understanding and appreciation of Latin America by multiplied millions of our citizens, not merely by a few persons at the intellectual apex of our total pyramid of population, and seeing clearly that while engaging in many other neighborly activities, some of which were of a reciprocal nature, we decided that our first obligation was to put our own cultural house in order, as we say. We, therefore, embarked on a very far reaching educational program within the United States of America which we have been and are now pursuing vigorously with the determination to be certain that the curriculum of the schools at all levels and in its various courses whenever appropriate is thoroughly readjusted and completely adequate for our new purpose. That new purpose is to create a nation of people who habitually appreciate and admire the beauty and uniqueness of Latin American culture. And, as I have said, we expect that attitude to be based surefootedly upon a solid foundation of understanding.

"Perhaps you will be interested in a description of some of the high points in this program of education for inter-American friendship in which several agencies of the Government

(Continued on page 2)

have been active, but most especially the Department of State, the Office of the Coordinator of Inter-American Affairs, and the United States Office of Education.

"You are well informed about my country's cooperation with your Republics in providing assistance to help you carry on many important educational activities in your countries. It is, therefore, unnecessary for me to report on these cooperative programs. However, I shall ask your indulgence in permitting me to tell you some of our experiences within the United States.

"In 1937 we launched the first nation-wide inter-American educational effort. It was a program of 26 weekly half-hour radio broadcasts over the national network of the Columbia Broadcasting System, carried by about 100 radio stations reaching all parts of the country, with a listening audience estimated at 8,000,000 persons. It was the sole purpose to embody in dramatic presentations the authentic history of Latin America under the title, 'Brave New World'....

"As another important step in the general program, publishers of textbooks were assembled to discuss the need for doing three things: a. Produce new books on Latin America, b. Through revisions provide a more adequate treatment of Latin America in books which were then extant but which contained inadequate presentations, c. Examine all existing texts for the purpose of eliminating inaccuracies and any statements prejudicial to the cause of inter-American understanding....

"In 1940 and 1941 three special pamphlets were published by the United States Office of Education to stimulate elementary and secondary schools and colleges and universities to consider various ways of expanding and improving the programs of education about Latin America. These pamphlets were given wide circulation among all types of schools, and have induced many new developments in the educational agencies in all of our States. The pamphlets were entitled:

a. *'Understanding the Other American Republics.'*
b. *'Hemispheric Solidarity.'*
c. *'Inter-American Cooperation through Schools and Colleges.'*

"During a period of a year and a half from January 1942 to June 1943, there were established 30 demonstration centers in public and private elementary and secondary schools and teachers colleges in various parts of the United States. Each of these centers developed its own individual plan for making the study of the other American Republics an integral part of the curriculum.

"In some cases a single building constituted the demonstration center. Again the center consisted of all the schools in a town or city, or the schools of a county, or many interested schools within a section of a State, or the State as a whole....

"In elementary schools children learned about their neighbors to the South through social studies, music, art, literature, physical education. They have followed the air routes to the other Americas; have listed the foods which come to us from Central and South America; have learned songs and games, often in Spanish; have read stories such as THE LEGEND OF THE PALM TREE; have drawn maps to scale contrasting the Americas North and South; have made friezes, have carried on correspondence, have seen movies, have listened to radio programs, and have carried on many other activities designed to help them develop attitudes of interest in and respect for the people of the other American Republics.

"In junior and senior high schools students in the courses already listed for the elementary school and more frequently in Spanish courses, came to have a better knowledge of the social, political, health and economic problems of the Americas North and South, as well as the contributions from each of the American Republics to the culture and welfare of all....

"No doubt you are quite familiar with the extensive plans, based in part upon the agreements at the Montevideo and Lima conferences, for the exchange of students, teachers, professors, artists, journalists, scientists, engineers, and doctors. In spite of travel restrictions incident to the war, these exchanges are gradually being increased in number. According to the latest record available to me there are about 2,000 Latin American students and educators in the United States. Many of your leaders have spent much of their time in hundreds of our schools and colleges where they were most helpful to thousands of our educators....

"I am glad to be able to say to you that one general effect of the many stimulations to develop the program of inter-American understanding is a very great increase in the number of pupils studying Spanish and Portuguese.

"I have mentioned only some of the ways in which we are attempting to integrate into our North American culture the riches of your Latin American heritage.... We shall not be satisfied with a superficial or a severely limited result. We are making inter-American friendship an important part of the very warp and woof of the basic education of tens of millions of our citizens. In other words, we are engaged in the challenging adventure of creating on a nation-wide basis programs and processes which aim at mass production of good will."

STUDY OF BASIC TEACHING MATERIALS

With the aid of the Office of the Coordinator of Inter-American Affairs the American Council on Education has completed a survey of Latin America as set forth in the teaching materials used by schools and colleges. The printed report, available in March 1944, may be purchased from the American Council on Education, 744 Jackson Place, Washington 6, D. C.

The committee planning and directing the study was composed of competent scholars in Latin American studies and in education. The chairman was Arthur P. Whitaker, University of Pennsylvania, and the director of the study was Howard E. Wilson, Harvard University.

The purpose of the study was the betterment of understanding among the people of the Western Hemisphere. To this end the committee was concerned with the evaluation and improvement of Latin American content in textbooks, motion pictures, anthologies, charts, diagrams, current events publications, photographs, and art objects. Subcommittees, made up of specialists, examined teaching materials and prepared detailed reports. The major conclusions reached may be summarized as follows:

1. Accuracy in statement of fact

   a Errors occurred more frequently in the materials recently developed for schools than in the materials long in use at the college level.

   b. More frequent errors appeared in books giving incidental reference to Latin America (e.g., sociology) than in those devoted exclusively to Latin American topics.

   c. Many publications failed to utilize recent materials available on Latin America.

   d. Errors appeared in hastily prepared and improvised publications particularly when the authors were not specialists on Latin American subjects.

2. A number of publications, particularly designed for the lower grades, were oversentimentalized apparently in an effort to overcome the past neglect of Latin America.

3. Prejudices and misunderstanding

   a. The continuation of the early hatreds between British and Spanish (and Portuguese) explorers and colonizers in which cruelty, greed, and bigotry was thought to be an exclusively Spanish characteristic.

   b. Race prejudice directed toward the alleged "instability" and "laziness" of the Indians, the descendants of the Spanish, and the mixed races.

4. Selection of topics and emphasis

   a. In Spanish language and in college books on Latin America the selection has been good.

   b. In literature Latin American authors receive little attention; political science and sociology neglect Latin American illustrations.

5. School and college materials show an excessive preoccupation with political and military events and neglect social and cultural subjects.

6. Overemphasis upon the merely picturesque has characterized many North American publications.

7. Distortion has resulted from overemphasis upon the spectacular (e.g., revolution, dictatorships, etc.).

8. Widespread neglect of the part played by Latin America in historical events in all continents touched by the Atlantic Ocean.

9. In effectiveness of presentation the materials on Latin America compare favorably with teaching materials in other areas. Two criticisms were made: (a) carelessness in nomenclature and vocabulary; and (b) poor quality of maps, charts, and pictures.

10. Space allotment to Latin America in American history and in general history books was believed to be adequate altho the quality of content could be improved. In literature, art, music, political science, education, and sociology the space allotted to Latin America was totally inadequate.

The committee has made the following recommendations:

1. The publishers of school textbooks and other basic teaching materials should reanalyze the individual books and items on their lists in the light of the pertinent criteria suggested in this survey, and whenever revision of volumes and materials is undertaken, should revise in the light of the suggestions contained in this report.

2. When manuscripts in the fields covered by this survey are hereafter in process of publication, publishers should secure critiques of them from qualified experts in the pertinent Latin American field.

3. The individuals and committees responsible for selecting textbooks and other basic teaching materials for school and college courses in fields covered by this survey should use the criteria of analysis developed in the chapters of this report as criteria for the selection of good teaching materials.

4. Curriculum makers should use the suggestions in the various chapters of this report in constructing or revising courses within the range of general education.

5. The authors and editors of teaching materials in this field should make every effort to keep abreast of current publication with a view to incorporating the latest and best information relating to the content and teaching aids.

6. The authors and editors of works dealing mainly with the Latin American countries should familiarize themselves as thoroly as possible with those countries and the writings of their own people.

7. Great care should be taken to guard against the operation of certain prejudices and habits of thought which tend to produce a distorted picture of Latin America and to hamper the development of a good understanding of and with it.

8. Care should be taken to correct the current overemphasis on the political and military, and the picturesque and spectacular, elements in the domestic development of Latin America and its relations with the United States.

9. Greater stress should also be laid on the similarities between the people of Latin America and those of the United States, not in order to conceal the differences between them but in order to furnish a basis for judging their extent and significance and to indicate the basis that exists for inter-American understanding.

10. There are several classes of teaching materials in which a very considerable increase should be made in the proportion of space devoted to inter-American subjects.

11. Both authors and publishers endeavor to bring about a further improvement in the presentation of inter-American subjects, both in the text and also in the visual aids.

12. The committee recommends that investigation similar to the present investigation of teaching materials be made of the two closely related problems of curriculum and teaching personnel in the field of inter-American studies.

13. The committee also recommends that this study will be followed by similar studies of the teaching materials currently in use in the other American republics.

SUGAR SCHOLARSHIPS

Twelve Cubans, interested in making the most use possible of Cuba's vast sugar crop, have just arrived in the United States as recipients of commercial scholarships to study methods of profitable conversion of the crop into needed products.

HUNTER COLLEGE HISPANIC-AMERICAN STUDENTS' RESPONSE

The young lady students of the Hispanic-American history courses of Hunter College were attracted by the appeal of a rural Mexican primary school that appeared in AMONG US last fall. They collected a packet of material on life in New York City and forwarded it to the school. A flag, a Spanish-language booklet to Spanish-speaking residents in the United States who seek to be naturalized, biographical sketches of national heroes, Pan American editions of newspapers, a book review section, the Constitution of the United States, many pictures of New York, and a friendly letter in Spanish were included.

We are indebted to Tom B. Davis, Jr., instructor in Hispanic-American history, Hunter College, for this information concerning his classes' activities. It is just the type of thing we hope our newsletter will promote - the friendly interchange of their national way of life between those in the United States and their Latin American friends. Such kindly exchange between typical groups in the Americas must help build a permanent type of goodwill and understanding. In our opinion it is worth more than 100 monuments of 1000 speeches.

BRAZILIAN EDUCATOR AT NEA BUILDING

Dr. Hernane Tavares de Sa spoke to the NEA staff on Tuesday afternoon, December 21. He has recently completed an intensive study of seventy-five American colleges and universities and will report his findings to the Brazilian Minister of Education.

Dr. Tavares de Sa found much to admire in American higher education. He was particularly impressed by the democratic spirit in classrooms and by the number of young people who, in spite of financial limitations, were able to attend college. There were a number of things, however, in American higher (and secondary) education which he felt should be avoided by Brazil. These included: (a) wide freedom in electives, (b) extensive social and extracurricular activities, and (c) declining interest in classical studies.

He also expressed regret that in actual practice we did not make the best use of our opportunities to build inter-American goodwill. Latin American students were often either pampered or neglected instead of allowed to mingle normally in student life. Our courses on Latin America, even at the college level, emphasize the picturesque and omit the basic social and economic problems of Latin American life.

INTER-AMERICAN COOPERATION CONTEST

The third national discussion contest for undergraduates on the subject of bases for permanent inter-American cooperation will be held in April 1944. Five hundred-dollar grants for study and travel in Mexico during the summer of 1944 will be awarded by the American Council on Education acting for the Office of Inter-American Affairs.

Full-time undergraduate students of universities, colleges, junior colleges, and teacher-training schools thruout the country are eligible.

The fostering of inter-American friendship, the nationwide study and intelligent understanding of the other Americas, and establishment of secure bases for permanent cooperation among the American republics comprise the goal of these contests in which thousands of students have participated before audiences numbering hundreds of thousands of people.

Each participating school will hold a local discussion contest by February 15, 1944, from which will be chosen two representatives for the regional contests to be held the last week of March 1944.

Local winners must submit manuscripts of the speeches they plan to present at the regional discussions to Professor Yeager, George Washington University, Washington 6, D. C., by March 4, 1944. The typewritten manuscripts are limited to 1000 words, must be double spaced, unsigned, and unidentified. All sources of the speech must be cited. Identification of contestants is made by means of a separate envelope containing the name, address, school, certificate of eligibility of the contestant, and a statement as to the audience before which the speech was presented and the number of times it was given. Travel expenses of the contestants to the regional discussions and national finals will be met by the contest management.

The finals will be held in Washington or New York about April 14, 1944. The eight best speech manuscripts from each of the five regions will be presented as a part of a radio forum. The first winner in each regional discussion contest will be awarded $500 for study and travel in Mexico.

INTER-AMERICAN CONTEST FOR STRING COMPOSITIONS

A contest which is expected to enrich American music is open to composers from all the American republics and Canada, according to a recent announcement of the Chamber Music Guild of Washington. Prizes of $1000 each will be awarded by the Radio Corporation of America for the two best chamber music compositions submitted by American musicians.

Contestants must be citizens of an American republic or Canada and may submit as many works as they wish, provided that none has ever been played in public. The contest will close on May 31, 1944, and winners will be announced on October 1 of that year. Winning compositions will have their world premiere in Washington during the Chamber Music Guild's 1944-45 concert season.

All compositions and copyrights will remain the property of contestants, but first performance rights and a first option on commercial recordings will go to the Radio Corporation of America.

Entries will be judged by two juries, one to evaluate compositional value and the other to evaluate performance value. No restrictions are placed on the length of compositions or the number of movements, but all works must be written for a standard string quartet consisting of first and second violins, viola, and violoncello.

The Chamber Music Guild, unique in the musical world of Washington, specializes in presenting new or little-heard works, particularly by American composers. Since its organization in 1940 it has performed chamber music works by nineteen American composers at thirty-one recitals.

Soloists and guest artists who have taken part in its recitals include Señhorita Lais Wallace, Brazilian soprano, Señorita Marisa Regules, Argentine pianist, Señorita Graciela Rivera, Puerto Rican coloratura, and Joaquin Nin-Culmell, Cuban pianist and composer. On its governing and advisory boards are Señora Ana del Pulgar Burke, Chilean concert pianist now resident in Washington, and many members of the Latin American diplomatic corps.

Requests for information on the contest and entries should be addressed to the Chamber Music Guild, Inc., 1604 K Street, N. W., Washington 6, D. C.

An Institute on Middle America was held on November 23 and 24, 1943, by the Inter-American Center of Saint Louis. On November 23 Pan American communications, crops, and trade were discussed. Round-table discussions on schools, public health, home life, and culture of Middle America were held on November 24. No admission was charged and the meetings were open to the public.

MUSICAL RESOURCES

Gilbert Chase, supervisor of music of the NBC Inter-American University of the Air, is to serve as a consultant in the Pan American Union's music division. His appointment is to lead to a mobilization of the musical resources of the Western Hemisphere whereby a system for assuring the flow of Latin American music to the country will be made possible.

HEMISPHERE SYSTEM OF STANDARDS TO AID INDUSTRY

Scientists and engineers thruout the Americas are now engaged in the important task of setting up inter-American standards for machinery, electrical products, and many other items. Lasting benefits to inter-American trade and industry will accrue from this work, which has been stimulated by the war.

The war has focused attention on varying hemisphere standards. Rails suited for one country cannot be used in another because of a 1/32 inch difference. Use of badly-needed vegetable oils has been slowed by inadequate grading standards. A woman who moves from one region to another might not be able to use her electric iron.

For many years scientists in the United States, thru industrial groups and government agencies, have been eliminating such discrepancies within the United States. Now a spontaneous interest in standards is reported in the other Americas. When the Spanish language engineering journal *Ingenieria Internacional* printed a routine four-line notice of the American Standards Association list of standards, 200 requests for it were received from all over the Americas.

Cyrus Townsend Brady, Jr., traveling field representative for the Inter-American Department of this Association, notes that war is promoting industrialization in Latin America, and that industrialization in turn is promoting standardization.

Some American countries have standards organizations already in operation. They are collaborating with similar organizations in the United States.

In Argentina the Instituto Argentino de Racionalizacion de Materiales (IRAM) has been functioning since 1935 and has a semiofficial status. It has a program of preparing standards on as broad a scale as the American Standards Association and the British standards organization. Local representatives of North American, British, and other foreign firms are members.

Brazil and Uruguay have comparable organizations functioning. A start has been made in Mexico, Chile, Peru, and other countries.

It has been estimated there are 3000 nationally recognized standards in the United States, all suitable for export uses, and available in published form from technical societies, trade associations, the National Bureau of Standards, and other government agencies. One problem is translation into technical Spanish and Portuguese. Translation has been done under United States Department of Commerce auspices for sanitary cast iron enamelware, interchangeable ground glass stoppers, for power shovels and cranes, and other voluntary export standards.

A big project for the near future is translation of the United States National Electrical Code. Fifty firms are cooperating in financing this work. When it is finished, the way will be open for ending difficulties about use of electrical equipment in the Americas.

BAZAAR OF THE AMERICANIZATION SCHOOL

The Fourteenth Annual Bazaar of the Americanization School of Washington, D. C., was held from 10 a.m. to 10 p.m. at the school on December 6, 1943. Many of the articles for sale were made by students of the school; others were gifts of students or friends interested in the school's work.

Luncheon and dinner were served cafeteria style. In the afternoon tea was served and a program of native music and dances given by the Latin American students. At present 110 students from all of the Latin American countries are enrolled. The total enrolment of the school since the beginning of the 1943-44 session is over 900 with the largest single national group representing Italy. The school's enrolment is constantly shifting as many newcomers to the United States take concentrated English courses to help them feel more at home and more able to meet their daily needs living in a strange country. Other students are interested mainly in preparing themselves for their examinations, so that they may get their final papers and become full-fledged American citizens.

The radio board of Harvard University, in cooperation with the World Wide Broadcasting Foundation, presents over Station WRUL a weekly discussion program of short-wave broadcasts under the title "Building a Free World." During recent weeks professors of the graduate school of education and foreign students now attending the school discussed some of the main features and problems of a public educational system in a democracy.

The broadcasts are at 5 p.m., EWT over Station WRUL at 15.35 megacycles on the 19.5-meter band.

CORRESPONDENCE....

Many requests have been received for the names and addresses of secondary-school students in various South and Central American republics. High-school students in the United States would like to exchange letters in Spanish and English. Can our friends help us with this problem?

NEWS FROM AMERICA SOUTH

FROM ARGENTINA

El Mundo of Buenos Aires, commenting appreciatively on the exhibition at the Museum of Modern Art in New York of work by the Argentine artist, Demetrio Urruchua, said in part:

"Good neighborliness and continental unity, with the aid of which this interchange is carried out, are something more than words that merely fit the occasion. Inherent in them is the ambition to effectuate a mutual and indispensable friendship and knowledge. They respond to the necessity, not only that we shall know one another better, but also that we shall each measure our own strength; that we may know who we are, what we can do and whither we are headed.

"The war has waked us - some more than others - and has made us understand that we cannot continue to live trusting in our lucky stars. It has made us realize that if we are an integral part of a continental reality, we must accordingly participate in a universal life that is today in an acute state of crisis. We cannot ignore our continental ties, nor can we escape the consequences of this crisis. We have to come closer in friendship one with another, and to achieve that, the first thing necessary is a total knowledge of our resources

"To that end these intellectual interchanges tend primarily. Apart from the prestige that they can bring us, they necessarily contribute to our finding out what we have to count upon for the common effort, what strength and what possibilities."

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Tenants renting low-cost housing projects provided by the National Low-Cost Housing Commission are compelled to receive certain social service benefits provided by the Commission's resolutions Nos. 9331 and 9332 of October 31, 1942. The services include: survivors' benefits, a medical clinic, visitation by social workers, establishment of recreational centers, and courses in practical education.

FROM BRAZIL

A torch of Victory symbolizing Brazil's solidarity with the United Nations was recently placed in the Lampedusa Church at Rio de Janeiro by Perfect Henrique Dodsworth. The torch, lighted by the National Defense League in Porto Alegre, was carried thru all the southern states of Brazil before reaching its final destination in the church.

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Endorsement of the Permanent Court of International Justice at the Hague and a system of international courts, one set to deal with international legal disputes and another to consider political differences, backed by an international police force, are among the resolutions adopted by the Second Inter-American Bar Association Conference which opened at Rio de Janeiro on August 7. One hundred delegates from sixty-five bar associations thruout the Americas attended. Countries represented were Brazil, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, Haiti, Honduras, Mexico, Panama, Peru, Venezuela, and the United States.

FROM CHILE

A Chilean sugar refinery has discovered one way of encouraging employees to improve nutrition standards. It provides employees with laying hens so the workers will increase their consumption of fresh eggs.

The Sugar Refining Company of Vina del Mar established a model farm to promote dairying and production of other foodstuffs, including eggs, for the refinery's workers.

When hens from the farm's hatchery are five months old, they are distributed to the employees on the basis of forty hens to the family. Feed, material for a hen house, and instructions on care and feeding of the hens also are provided.

Surplus eggs beyond the needs of the families are turned over to a cooperative for marketing. The worker is credited with the value against the cost of the feed and the hens. Prizes are offered for the best egg production.

FROM COLOMBIA

Maria Mercedes Lopez Michelson, youngest daughter of Colombia's president, is the director of a unique school for girls in Teusaquillo. El Colegio de las Hijas de Maria de las Esclavas resulted from an idea Señorita Lopez had upon her own graduation from a school that prepared her for a future in society without any recognition for her potentialities for public service or need for self-expression.

Recruiting her faculty was no problem. In October 1938 fourteen of her former classmates offered to serve as teachers as soon as they learned of the new practical school, different from any other in Colombia, that Señorita Lopez had in mind. Contributions from businessmen for establishing the school were forthcoming when she discussed with them the future needs for trained womanpower that she proposed to help meet.

Both the faculty and the student body of forty have doubled since the school opened its doors on February 15, 1939. The school has its own building and is supported in part by the National Ministry of Education, in part by commercial organizations, and by private contributors who also make gifts of various kinds of equipment.

For a nominal tuition of three pesos, eighty girls can prepare themselves each year for one of the professions which Colombia has opened to women. The basic curriculum, prescribed by the Ministry of Education, is the equivalent of that of the usual North American high school. Besides these academic courses and religion, business courses and manual training which are offered girls in no other schools are available.

The educational policy of the school is set by the faculty which elects its own governing board. The student body also elects a representative to sit on this board.

Señorita Lopez believes her school a true exponent of democracy which speaks for itself.

FROM ECUADOR

The republic of Ecuador is overcoming a shortage of fabricated building supplies with a mixture of modern technic and ancient Inca building lore. The combination has enabled Ecuador to go ahead with a big construction program, despite reduced imports due to the shipping shortage.

A year ago a small group of United States engineers landed in Quito to assist in a score of health projects, a part of the Inter-American health and sanitation work in which the Office of the Coordinator of Inter-American Affairs is cooperating with sixteen of the other American republics. The program in Ecuador called for hospitals, health centers, sewage systems, and medical dispensaries primarily for workers on such vital war supplies as rubber, quinine, balsa wood, vegetable oils, and other strategic materials.

Due to the limited local building supply industry and the lack of imported fabricated construction materials, the engineers began to canvass the resources of Ecuador and traditional building methods.

First they discovered "carrizo" - a wild-growing, thin, bamboo-like reed some fifteen to twenty feet long. They learned the "carrizo" was first used by the Inca Indians to build their homes. Then the Spanish conquistadors adapted the reed to building technic. Finally the engi-

neers investigated its use in many modern structures in Quito.

What they saw convinced them that in "carrizo" they had a substitute for metal lathes, and, moreover, a substitute that had been proven by centuries of use. Today it is going into the modern hospitals and other edifices rising in Ecuador under the inter-American program. "Carrizo" will not run out of supply. It studs the hills around Quito.

"Carrizo" solved only one problem. The reed is decayproof except when wet. The engineers wanted to use what they call a "built-up waterproof" roof on their buildings.

There was no waterproof roofing manufactured in Ecuador. The engineers were aware that Ecuador possessed asphalt, and petroleum in abundance. There were also factories that turned out cotton cloth, so they interested a local craftsman in Quito. Working with him, they finally obtained a waterproof roofing product of cotton cloth impregnated with a mixture of asphalt and petroleum. The product withstood the test of the laboratory they had rigged up in the meantime.

Today Quito has a new industry supplying all the waterproof roofing that the new hospitals and other buildings require.

The engineers ran into a shortage of insulating materials. They needed porcelain insulators for their electrical connections. Again they turned to Ecuador's asphalt. Mixing asphalt with a peculair type of local dirt, they moulded their own insulators.

Paints were another problem. From farms around Quito they obtained milk and casein (by-product of buttermaking), both vital in paint manufacture. Hard work and experimentation finally produced paints, varnishes, and enamel - all of local materials.

There was the time they could see the bottom of the barrel that held the pipe connections. Fittings they had to have. After solving so many problems they were determined not to be held up by lack of fittings. In vain they scoured Ecuador for a threadmaking machine or machine to make screw joints. Finally, ingenuity solved the problem. They now make their fittings by wrapping or rolling a sheet of metal around a wooden stick, and then pulling out the stick. When they have to make a filling, they insert their pipes into the fitting and solder it tight.

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Quito has renamed one of its main squares Lidice to commemorate the Czech village wiped off the map by the Nazis. The ceremony was attended by the Czech Minister and other United Nations representatives in Ecuador.

FROM PANAMA

Mrs. Mildred Allen, who formerly assisted with the editing of AMONG US, has left the United States with her young daughter, Judy, to join her husband in Uruguay. While stranded in Panama awaiting a plane that would take her on to South America she wrote a letter containing news of the Inter-American Education Conference attended by officials of education of the twenty-one American republics that was being held at that time. A major item of business was the approval of the charter of the Inter-American University.

"Main points of the convention for the university are:

"1. Donation by the Panama government of lands necessary for the university, plus Panama's National Museum and equipment of the National University. The Inter-American University will be located several miles out of Panama City.

"2. Maintenance of the university by the American governments with sums which each will appropriate, this sum not to be less than the quota paid at present for the maintenance of the Pan American Union.

"3. Division of construction and installation expenses on the same proportional basis as the maintenance expenses.

"4. Provision of scholarships for students of each American country, in proportion to each country's financial contribution.

"5. Exemption of the university of all taxes, levies, and charges in all the American republics.

"6. Financing of rotating courses provided for in the charter thru individual contributions from the American nations.

"7. Action by signatory governments to prevent duplication of the university's activities in their respective countries.

"8. Ban by the participating governments of the use of the name Inter-American University by other institutions.

"9. Ratification of the charter by each country according to its constitutional procedure.

"10. Provision for the charter to be in effect for ten years with the understanding that any of the signatory countries may withdraw by giving one year's notice to the Pan American Union.

"Other resolutions approved by the delegates included:

"1. The setting of September 11 as Pan American Teachers Day as a homage to the memory of the great Argentine educator, Domingo Sarmiento, the anniversary of whose death is observed on that date. The action of the conference drew an expression of gratitude from the chairman of the Argentine delegation, Dr. Juan G. Valenzuela.

"2. A recommendation that each Latin American country name its schools after other Latin American nations.

"3. A resolution on the preservation of archaeological monuments.

"4. A resolution recommending that English, Spanish, Portuguese, and French be made required courses in the continent's secondary schools.

"5. A resolution recommending that the systems of teaching in the Western Hemisphere schools be oriented along democratic lines.

"6. A resolution providing for the intensification of folklore education and research.

"The Conference closed October 4."

Mrs. Allen continues to tell of the difficulties encountered when one is forced to remain indefinitely in a hotel in a foreign country with the sole responsibility and companionship of a two-year-old child. Her solution to the child's boredom and her own desire to see the city was accomplished by hiring a carriage, called a coche or carromate.

"Armed with some notion of what I wanted to see I managed to keep my somewhat inarticulate driver from straying into monotonous byways.

"It took my most vigorous Spanish at the doors of three of Panama's many famous old churches to convince 'the man with a horse' that I did not now wish to go inside any of them. By the time we arrived at the Cathedral Plaza I was able to devote all my attention to seeing rather than making myself understood.

"The Plaza, which now seems small and crowded, was the heart of the early city. It is surrounded by important buildings, the most important of which is the Cathedral with its two bell-towered spires. Stones from old Panama were used to build this Spanish colonial structure, which was begun in 1673. On another side of the square is the Municipal Palace and the Panama post office. The old Hotel Central, built at the time of the French Canal, faces the Cathedral across the Plaza.

"Two blocks down further on Avenida Central is the National Palace, housing most of the important offices of the government of Panama. All of these government buildings, including the Palace of Justice, appear old altho they are kept clean and white.

"The city of Panama extends out into the Pacific Ocean (Gulf of Panama) on a peninsula which ends with a be-stepped promenade topping the old fortifications which once guarded the city from enemies at sea and held political prisoners. (Prisoners' cells are now used mostly as garages, I am happy to report.) The French attempt to build the canal is commemorated here in the French Plaza, in the middle of which a tall monument reaches up into the sky with Chanticleer at its peak.

"We followed the seawall along the other side of the 'finger-tip' and I was alert for the sight of ruins which I knew were in this vicinity. Suddenly we passed them - but too fast - and when I objected good naturedly my driver shook his head violently and said, 'No good! No good!' Evidently ruins are ruins to him. I believe I passed up, tho, the famous flat arch of Santo Domingo Church whose stability was a factor in the decision of the U. S. Congress to build the canal in Panama instead of Nicaragua. (Nicaragua had only an erupting volcano to offer in competition!)

"We moved on toward the busy part of town again. I called up to the driver, '¿Y donde está La Presidencia?' - just in time - for with that he suddenly turned a corner and waved frantically ahead. We faced the sea again, and on our right, also facing the sea, was a large white building, somewhat palacial in character, which is the private residence of Panama's president. He lives on the third floor; offices occupy the first floor and the second floor is devoted to an official banquet hall and reception rooms.

"Judy and I were then whisked along the bay back toward the public market.... With gusto (by now sympatico) our driver wheeled us up Ancon Hill and into the hotel driveway."

NEWS FOR THE BOOKSHELF

The editors of AMONG US have received a gift of a calendar illustrated by detachable postcards from Señor Jayme Fernandes Guedes, president of the National Coffee Department of Brazil in Rio de Janeiro. Students studying Brazil and the production of coffee would be interested in the various details shown in this device that usually are not found illustrated in ordinary textbooks.

FIRST PORTUGUESE READER, by Charles L. Scanlon and Melissa A. Cilley, has been written so that its use may begin as early as the end of the first month of instruction. The first twenty carefully graded lessons deal with familiar objects such as appear in the various grammars. The present indicative of fundamental verbs is emphasized and vocabulary is increased by the use of cognates and derivative words. Selections by Portuguese and Brazilian authors in Part II, along with selections by the authors, provide a steady increase in difficulty in the reading passages. Two points of note are the completeness of the final vocabulary and the modern spelling. Idioms are given under several key words. Published by the Oxford University Press, 114 Fifth Avenue, New York City. Price $1.50; 157 pages.

CONTEMPORARY SPANISH GRAMMAR, by Edwin B. Place and Arturo Torres-Rioseco, is built around a continuous narrative in Spanish. Two travelers, a Spanish-American professor and a young woman hispanist of the American Middlewest, are presented against a changing Spanish-American background. Completion in one college year or two high-school years, with supplementary reading undertaken after Part I arranged as eight lessons is finished, should be an easy goal. Published by the Oxford University Press, 114 Fifth Avenue, New York City. Price $1.80; 299 pages.

THE MUSIC OF BRAZIL, by Albert T. Luper, is the second handbook issued by the Music Division of the Pan American Union, Washington, D. C., to provide guidance in the study of an individual American republic. Besides a discussion and a bibliography of the history of the music of Brazil and its types, an extensive classified list of Brazilian music obtainable in the United States is included. The selected list of recordings is brief. This handbook is No. 9 of the Music Series. Price 25 cents; 40 pages. (Mimeo.)

CHILE Land of Contrasts is published by the Coordinator of Inter-American Affairs, Commerce Department Building, Washington, D. C. It covers not only the wide variations in the geography, resources, and trades of Chile but gives a bird's-eye view of its history, economic growth, and social progress. Free.

OUTLINES OF THE FUTURE, by Henri Bonnet, is a study on world organization emerging from the war, the scope and consequences of interallied cooperation among the United Nations. Discusses collective security particularly with reference to the problem of aviation; the role and possibilities of combined boards in Washington during and after the war for the control of raw materials, production, food, and shipping; relief organization; lend lease; the stabilization of currencies; and even the problem of a political council of the United Nations. Published by the World Citizens Association, 84 East Randolph Street, Chicago, Ill. Price 25 cents; 128 pages.

LATIN AMERICA, by Eleanor C. Delaney, is a source book of instructional materials and No. 6 in the series "Practical Suggestions for Teaching" edited by Hollis L. Caswell. As stated by the editor: "Intercultural understanding is the only foundation upon which a world of peace and order can be built." While it is difficult to estimate just what young students can accomplish in intercultural understanding, the unwarranted conceptions observed at times indicate the need for a positive approach. The wide variety of materials and activities discussed are sufficiently provocative to induce the primary student as well as those older to gain some real appreciation of the always fascinating Latin American countries and their customs. The background material for a better understanding on the part of the teacher should prove helpful. This booklet may be obtained from the Bureau of Publications, Teachers College, Columbia University, New York City. Price 60 cents; 67 pages.

MEXICANS IN THE UNITED STATES, a bibliography compiled by the Division of Labor and Social Information of the Pan American Union, deals in its first section with general references to the subject and then more specifically with urban settlements and industrial labor, agricultural labor, fiction, and the social problems of Mexicans in the United States. This migration of workers from Mexico to the United States was stimulated originally by the opportunities for employment in industry and agriculture in the southwest. Mexican communities now, however, exist in all parts of the country. Published by the Pan American Union, Washington, D. C., as No. 27 of their Bibliographical Series. Price 10 cents; 14 pages.

(PLEASE ORDER PUBLICATIONS IN EACH CASE FROM THE AGENCY INDICATED)

AIR TRANSPORTATION is a monthly digest-size magazine dealing with various aspects of air transportation interest, including air cargo, mail both foreign and domestic, and air commerce. Maps, shipping cost tables, and air mail tables increase the value of the magazine. In the May 1943 issue an article dealing with "freedom of the air" by L. Welch Pogue, chairman of the Civil Aeronautics Board, is outstanding and provocative. Published by Import Publications, Inc., 10 Bridge Street, New York City. Price 50 cents a copy; $5 a year.

BOSTONIA, the Boston University Alumni Magazine, for April 1943 is devoted largely to problems of the Western Hemisphere, news of the New England Institute of Inter-American Affairs, and education in the Americas, particularly Mexico. Published monthly from October to July inclusive. Editorial Office: 20 Beacon Street, Boston, Mass. Price 15 cents.

THE UNITED NATIONS REVIEW for August 15, 1943, has an extensive discussion of the projects and conclusions decided on by the Mexican-American Commission for Economic Cooperation. Texts of the interchange of messages between President Camacho and President Roosevelt together with the joint statement by the two governments and the report of the Mexican-American Commission are included. THE UNITED NATIONS REVIEW is a monthly summary of documents on the Allied fight for freedom and is issued by the United Nations Information Office, 610 Fifth Avenue, New York City, an agency of the governments of Australia, Belgium, Canada, China, Czechoslovakia, Great Britain, Greece, India, Jugoslavia, Luxembourg, the Netherlands, New Zealand, Norway, the Philippines, Poland, and South America; of the Danish Legation; of the French National Committee; and of the government of the United States. Price 10 cents.

MIDDLE AMERICA AND THE UNITED STATES; PROCEEDINGS OF THE ONE DAY INSTITUTE - APRIL 12, 1943 held under the joint auspices of the Middle America Information Bureau (conducted by the United Fruit Co.) and the Latin-American Section, New York Board of Trade emphasized the interdependence of the United States and Middle America and the creation of mutual understanding fundamental to real and enduring hemisphere solidarity. Authorities in each field discussed the life, work, resources, trade, air potentialities, needs, and desires of Central America, especially with respect to their relationship to the United States. May be procured from the Middle America Information Bureau, 9 Rockefeller Plaza, New York City. Free.

RECENT READING MATERIALS FOR STUDENTS OF SPANISH is a bibliography compiled by Marina Cuevas and Marjorie C. Johnston of the Division of Inter-American Educational Relations, U. S. Office of Education, for the convenience of teachers and students who wish some guidance as to difficulty, geographical setting, and type of reading in current Spanish publications. The annotated list includes representative recent works and new editions of both Spanish and Spanish-American authors. The grade levels indicated are only approximate since such considerations as the ability of the student and intensity of study must be determining factors in the choice of material to be used. An attempt has been made to provide for the needs of teachers of Spanish in elementary schools. Novels, plays, anthologies, history, and travel are some of the classifications used. Published by the U. S. Office of Education, Federal Security Agency, Washington 25, D. C. Free.

ESTA SEMANA - THIS WEEK is a weekly publication authorized by the Mexican government. Primarily for the traveler's use and point of view, it contains condensed articles by prominent scholars and scientists giving varied and interesting scientific information on archaeology, flora and fauna, ethnography, Mexican history, legend, art and typical industries of Mexico, natural resources, places worth visiting in Mexico, and Mexican cooking. The best articles appearing in this publication during the past nine years are being collected into ten volumes, each comprising one of the above fields. Editor: E. Hurtado, Apartado Postal - P. O. Box 10404, Mexico, D. F. Price $3 a year.

THE OTHER AMERICAS THROUGH FILMS AND RECORDS was prepared by the Motion Picture Project of the American Council on Education with the assistance of the Pan American Union. This second edition is up to date as of June 1943. Suggestions on how the teacher can help the student to get the most from the use of films and recordings in the communication of ideas, attitudes, and emotions are pertinent. The listing of films does not pretend to be conclusive but films generally available were selected on the basis of their possible contribution to a better understanding of the other Americas. The film annotations are concise and discriminating. The listing of the recordings under broad classifications as to the type of music portrayed and the films by country in the back of the booklet should prove particularly useful; also the guides to film and record sources. Published by the American Council on Education, 744 Jackson Place, Washington 6, D. C. Free.

The Press Division of the Office of the Coordinator of Inter-American Affairs prepares each month a "Calendar of Inter-American Events" calling to mind hemisphere events, anniversaries, holidays, personalities, and historical occurrences in the American nations. This service is free. Send requests to: Office of the Coordinator of Inter-American Affairs, Press Division, Commerce Building, Washington 25, D. C.

LATIN AMERICA, based on the latest edition of the Encyclopedia Americana, is a reprint of new articles on the Latin American countries by various distinguished authorities in their respective fields. Altho concise, it gives completely adequate coverage of this vast and complex subject. The romance of the Incas and conquistadors is included as well as the commerce, geography, and social and political problems of the people.

Latin America becomes a well-known neighbor, an important influence in our own domestic economy. Her internal progress is shown, also her contributions to world culture. The discussion of inter-American peace machinery throws light on her important part in the progress of world peace.

The list of important dates in Latin American history, a well-balanced bibliography, and numerous tables add to the value of the book as the over 100 attractive illustrations add to its enjoyment.

May be procured from the Americana Corporation, 2 West 45th Street, New York City. Price $2; clothbound, $2.50.

HANDBOOK OF INFORMATION FOR LATIN AMERICAN STUDENTS IN THE UNITED STATES is published by the Institute of International Education. Besides general material available in previous handbooks of the Institute, the issue of July 15, 1943, contains recent information about wartime changes in higher education, travel, living conditions, and government regulations of particular interest to visiting students. The brief Reading List on Contemporary Life in the United States contains some interesting recent titles that might be useful to Latin American students in preparing them for various aspects of life they may encounter in the United States. This handbook may be obtained without charge by writing to the Institute at 2 West 45th Street, New York City.

To all schools and teachers who are in any manner encouraging the students to take a live interest in the study of Latin America, reading and discussion of THE INTER-AMERICAN is recommended by the publishers. THE INTER-AMERICAN is a finely printed and illustrated magazine which brings its readers each month an up-to-the-minute review of the commercial, industrial, political and cultural developments, activities, and interests in the Latin American countries. It is a magazine of fact, not opinion. The character of its editing and of its correspondents and contacts in Latin America guarantee the trustworthiness of its material. The manner in which this material is presented makes it a thoroly interesting and enjoyable magazine to read. No one can read it without the feeling that he is actually there, meeting the people and seeing the places, and getting to know them really well. To encourage the use of THE INTER-AMERICAN for reading and discussion by classroom groups, the publishers make very attractive subscription offers, varying according to the number of copies taken by the group. All who are interested are invited to write for details directly to The Inter-American, 415 Lexington Avenue, New York City 17.

HISPANIA, a journal devoted to the interests of teachers of Spanish, is published four times yearly by the American Association of Teachers of Spanish. Editorial Office: George Washington University, Washington 6, D. C. $2 a year.

The yearbook of the Division of Primary and Normal School Education (Montevideo, Uruguay, June, September, and December 1942) contains articles by William H. Kilpatrick, John L. Childs, and Lester Dix. They discussed the implications of democracy for school methods and the life and personality of the child. Free to the directors and assistants of the public schools of Uruguay. For additional information write to: Sr. Director de Enseñanza Primaria y Normal, Oscar Julio Maggiolo, Consejo de Enseñanza: Soriano 1045, Montevideo, Uruguay.

MODERN MEXICO is a monthly magazine dealing with current affairs, attitudes, and life in Mexico. It is profusely illustrated with photographs and carries an interesting spread monthly of Famous Folk in Mexico. There is considerable emphasis in the articles on outdoor topics. Address: Mexican Chamber of Commerce of the United States, Inc., 60 Wall Street, New York City. Price 20 cents a copy; year's subscription $2.

Another publication received from the republic of Argentina is the statistical summary of education prepared by the Ministry of Justice and Public Education, entitled RECOPILACION ESTADISTICA AÑOS 1940-1941. It is interesting to note that in 1940 the republic had 14,068 elementary schools enrolling 2,006,086 pupils; 286 institutions for secondary, normal, and special education enrolling 126,796 students. The total expenditure for education exceeded 216 million pesos. The report (published in 1942) contains 782 pages mostly tables but including a number of interesting charts. We in the United States have no single volume that compares in completeness with this Argentinian report. For additional information write to: Ministry of Justice and Public Education, Buenos Aires, Argentina.

LA ASOCIACION NACIONAL DE LOS EDUCADORES EN LOS EE. UU, by Bernabé Rojo, chief of the Office of Attendance and Census, State Department of Education, Buenos Aires, is a Spanish summary of the work done by the National Education Association. Some of the 2500 copies have gone to

Brazil, Chile, and Uruguay. Señor Rojo refers in this 24-page booklet to his visit in 1941 to the Research Division of the NEA. Since that time the editors of AMONG US have received several of his publications including this last one on the NEA published in June 1943. Inquiries should be addressed to: State Department of Education. Buenos Aires, Argentina.

THE COOPERATIVE MOVEMENT IN LATIN AMERICA: ITS SIGNIFICANCE IN HEMISPHERE SOLIDARITY, by A. Fabra Ribas, has been translated from the Spanish by Ann Light with an introduction by Richard F. Behrendt, especially for the Inter-Americana series of the School of Inter-American Affairs of the University of New Mexico. The basic thesis presented is: "that cooperatives are indispensable in order to improve the living conditions of the people of Latin America, to enable Latin America to contribute her full share to the war effort and to post-war world reconstruction, in accord with her immense potential riches and that this is one field in which Inter-Americanism can be made immediately effective." The United States can contribute greatly to the advancement of research, training, and organization in cooperatives and related fields in Latin America because there is an acute scarcity of well-trained and experienced functionaries of cooperatives among our neighbors to the South. Various phases of the cooperative movement thruout the world are discussed with emphasis on cooperative education. This Short Papers, III, of Inter-Americana may be obtained from the director of the School of Inter-American Affairs, University of New Mexico, Albuquerque, N. Mex. Price 65 cents.

A GUIDE TO LITERATURE OF THE SOUTHWEST, by Lyle Saunders, is a bibliography of materials dealing with or based upon the Southwest. It covers current publications received by the University of New Mexico. Reprints from four sections of the bibliography as they appeared in *The Mexico Quarterly Review* cover the period from January thru December 31, 1942. No periodical fiction is included. Issues may be obtained from the director of the School of Inter-American Affairs, University of New Mexico, Albuquerque, N. Mex. Price 15 cents.

SCHOOLS OF SOCIAL WORK IN LATIN AMERICA was prepared by Robert C. Jones from material supplied on request by many of the schools described. The classification is geographical. Some courses of study are quite detailed both as to subjects covered and the hours required. To those interested in such schools this publication should prove a helpful guide. Published by the Pan American Union, Division of Labor and Social Information, Washington, D. C. Price 10 cents; 21 pages. (Mimeo.)

MEXICAN LABOR NEWS is a mimeographed release published weekly by the press department of the Workers University of Mexico. Address: Rosales 26, Mexico City.

The LATIN AMERICAN VILLAGE is an independent commercial enterprise with the purpose of bringing to the United States thru all kinds of educational institutions, especially schools and libraries, a better understanding of the people, their customs and problems, of the Latin American republics and the Caribbean islands. The educational aids provided are varied and unusually complete in the particular subjects covered. Besides numerous picture sets, the South American Pictorial Map Unit, six maps; the set of twenty-one silk flags (11 x 16 inches) of the Americas; and the sets of native dolls are particularly notable. The 1944 catalog is now available and may be obtained by writing to the Latin American Village, 121 Monterey Avenue, or P. O. Box 231, El Monte, Calif.

PROGRAM AIDS....

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Address: Office of the Coordinator of Inter-American Affairs, Commerce Building, Washington 25, D. C.

ARTS CRAFTS AND CUSTOMS OF OUR NEIGHBOR REPUBLICS is a bibliography of books, pamphlets, photographs, and other materials suitable for use with children. A list of publishers of the material and an index by country as well as subject increases the value of the information contained. Federal Security Agency, U. S. Office of Education Bulletin 1942, No. 2. Washington, D. C.: U. S. Government Printing Office, 1943. Price 10 cents.

SPECIAL BOOK REVIEWS

These reviews by Maud F. Jackson, Muriel A. Kittel, and Frank W. Hubbard are an attempt to state an unbiased opinion of the value of the books to teachers.

OUR SOUTHERN NEIGHBORS, by J. G. Meyer, William H. Gray, and Ralph Hancock, follows the adventures of a group traveling from Washington over the Pan American Highway thru Mexico to Central and South America and flying back over the island defenses which guard the approaches to the Panama Canal. As a social studies textbook promoting the Good Neighbor policy this book is a notable contribution. It emphasizes the meaning of the policy and the benefits mutually derived from it and gives a sympathetic and truthful account of life below the Tio Grande.

The meat of the book is varied in its presentation. Fact material is leavened by story material with plenty of provocative "hows" and "whats." The book has been written with the specific needs of junior high-school classes in mind. For the most part there should be no language difficulties. Words that might prove troubleous are phoneticized both in the text and index.

The illustrations are unusually attractive, consisting of numerous photographs, line drawings, maps, etc., that by means of their legends carry a parallel but not identical story with that of the text.

The bibliography of recent suitable literature about Latin America is the best for junior high-school students in the opinion of the authors.

The publisher is the Follett Publishing Company, 1255 South Wabash Avenue, Chicago, Illinois. The price of this third edition, 1943, is $1.60.

M.F.J.

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Few North American teachers and even fewer laymen are aware of the contributions in educational theory and practice which the United States has made to its Latin American neighbors. Our historians have often pointed to the influences of George Washington and Thomas Jefferson upon the great military leaders of our sister republics. Rarely has anyone noted the even wider hemispheric influence of the ideas of Horace Mann. Many have been the tales of American "soldiers of fortune" who have participated in the battles for Latin American freedom. Scarce indeed are the written accounts of the Americans who pioneered educational developments in the schools and colleges of various Latin American countries.

The lack of information has been met in part by the book IN DISTANT CLIMES AND OTHER YEARS, a small volume published in Argentina. It consists largely of fifteen essays describing the experiences of Americans who served in the early normal schools of the republic of Argentina. The author, Jennie E. Howard, went to Corrientes in 1883. In 1930, according to the Foreword (prepared by Mrs. Robert Woods Bliss, wife of the American ambassador), Miss Howard was then the oldest American resident in Argentina. Her former students called her "la querida Señorita Juana" and often showed their appreciation of her work.

The book was published in 1931 under the auspices of the American Society of the River Plate, Buenos Aires. The 150 copies made available to the National Education Association by the Asociacion de Difusion Interamericana, Buenos Aires, Argentina, will be distributed to the members of the NEA Committee on International Relations.

F.W.H.

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TREES AND TEST TUBES, by Charles Morrow Wilson, is a fascinating book. To anyone aware of the importance of the rubber crisis it is a storehouse not only of information, but also of understanding which is even more valuable.

Mr. Morrow's style is distinctly readable without annoying affectations frequently found in the writings of an author dealing with such dramatic material. The reader can actually see Charles Goodyear, the impoverished itinerant tinker and inventor who occasionally made enough money to invest further in his experimental work, but more frequently found himself thrown into prison in the United States, England, or France for his debts. No man has made a more fundamental contribution to making rubber practicable than Goodyear with his discovery of its vulcanization. Yet back of what Goodyear accomplished stands the man and the power and persistency within him that made him a true scientist. That man the reader comes to know and like.

The struggles of Goodyear are an indictment of the early practices of the United States patent office and the patent grants of England. In speaking of the patent laws of his time Goodyear observed: "They do not protect the inventor. They merely give him the right to defend his inventions - at his own expense."

The story of Brazilian rubber and its harvesting is a human document in which frequently the worst in man's nature asserts itself. It etches in clear strokes the struggle for survival and the exploitation of the helpless. To quote the author: "To a great extent the history of natural rubber is Brazilian history - a page from one of the most significant of all national histories. Brazil still is one of the last huge frontiers left to man; rubber still is vitally important to the life and future of that frontier." The problem, and a truly formidable one according

to the author, in the development of rubber as a major industry in Brazil is one of people rather than of money; of remolding the unique agrarian structure of Brazil by coordinating the rubber crop, with the other great crops of coffee, vegetable oils, etc.

The rubber of Brazil is taken from the Hevea trees that have been introduced as seedlings in Malaya and the East Indies. Here the trees are pampered and made into a plantation crop. It was selection and breeding that gave to Sumatran and East Indian rubber growing economic supremacy.

Other sources of rubber are discussed with respect to their possibilities. The Castilloa tree, the guayule bush, and the Cryptostegia are the main possibilities for natural rubber from "vegetable sources," but they do not promise much commercially. The synthetic, or more accurately substitute, rubber offers the greatest hope.

The German cartels and the rubber lobbyists in Washington do not make a pretty picture, but it is all laid bare here as the crisis unfolds. "Our Rubber-Dependent World" is brought down to facts and figures for anyone to understand.

The inclusion of the complete Baruch Committee Report should not be overlooked.

Henry Holt and Company, 257 Fourth Avenue, New York City, are the publishers. Price $3.50; 352 pages.

M.F.J.

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Those teachers who are introducing Latin American studies into their United States history courses will find an invaluable aid in Leland Dewitt Baldwin's THE STORY OF THE AMERICAS. For the first time the history of North and South America has been treated as a unit. The hemisphere is seen as a constantly expanding frontier from the time of Columbus' dreams until the present day when the physical frontiers are fixed but economic ones remain to be defined.

Divergent as the American nations are in many ways, Captain Baldwin has found a unity in our history in the common forces that made our countries. The first of these forces is "the intrepid courage of the discoverer," and a large portion of the book is devoted to the amazing feats of the explorers and conquerors. The second unifying factor is "the spirit of independence that rejected the injustice of an European overpower," and the main course of revolution, both North and South, is traced. Strategic unity is the third factor, and in time of world war does much to overcome economic differences. Finally, the author finds hope for the future in "the fluidity of youth which can see new worlds ahead."

Captain Baldwin helps us to understand national differences by showing how they arose. Diversity was present in the beginning in the nationality of the discoverers, but it was the colonial and racial policies of their governments that contributed most to the later divergent economic and cultural trends. The most striking difference between North and South American colonial development was the treatment of the Indian. The Latin nations regarded him as their subject while the Anglo-American ones saw him as an enemy to be exterminated. Cruelty was present in both attitudes, but in the one case a large measure of the native culture was able to survive and mingle with the Hispanic; in the other it was practically destroyed, and contributed little to North American life.

Captain Baldwin has a masterly style. The narrative moves with an ease that belies the vast amount of material the author has had to control. The dramatic quality of each period of our story has been fully realized, and there are brief but revealing character sketches of the main actors. An undercurrent of quiet humor, occasionally rising to the surface in epigrammatic guise, carries the reader thru 700 odd pages with surprisingly little effort.

The publishers are Simon and Schuster, Inc., 1230 Sixth Avenue, Rockefeller Center, New York City, 1943. The price is $3.50.

M.A.K.

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Benjamin Subercaseaux's CHILE is a geography book with a difference. Its aim is to give life and color to the "long narrow fringe" that seems so inconspicuous on South American maps. This inconspicuousness, according to the author, is partly due to a lack of imagination in the Chileans themselves who have realized neither the richness nor the variety of their country.

Señor Subercasseaux tries to enlarge this view by taking the regions of the country from North to South and describing the characteristic features of each. These features are more than the bare details of altitudes and resources that a map can show us; they include the "feel" of the region, the psychology and appearance of its people, and the living aspect of the scenery.

The aim is admirable, but the method is not always successful. At times, especially in descriptions of towns, the result is mere guidebook stuff; at others the endowment of scenery with emotional life results in a pseudo-mystical effect or a flippancy lacking in lightness. But there are passages of real creative power where the essence of the region seems to have been captured.

Published by Macmillan Company, 60 Fifth Avenue, New York City, 1943. Price $3.

M.A.K.

BUY WAR BONDS AND STAMPS